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the mere *presence* of imagery, why are psychologists divided on the question of the existence of imageless thought? In some cases the author decides whether the images were essential and relevant or incidental by looking over a list of images written by the subject. The subjects alone can determine this. Many an image would look irrelevant to an outsider which was full of meaning, quite decidedly pertinent, to the thinker who knew all its connections. In the literature test the author asks the subjects whether it is the images or the meaning that they love to dwell upon, and concludes, because they say the latter, that the images are incidental. Would they have had the meaning without the images? If, as seems probable, meaning consists of images (and percepts) in relation, and if the termini of the relations are subtracted, the remainder seems rather empty. And on this supposition are the images, etc., incidental, even when we are attending mainly to the relations?

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Education for Efficiency. By E. DAVENPORT. Boston: D. C. Heath & Co., 1909. Pp. 200. \$1.00.

The title of the book gives little idea of its contents. The book is a plea for the combination of industrial education with that of the present high-school system, and a discussion of the development of agriculture including an outline for a four-years' course in the high school. The argument may be summarized as follows: "American education aims to be universal education," which means that it must serve all the people in their needs for everyday life; that it must educate for service and efficiency through vocational studies. In working out the problem of industrial education, "which arises as one of the demands of the masses of men for better life and opportunity," it is of utmost importance to prevent class distinction along vocational lines. As the necessities of life are obtained only through the interdependence of these activities, so industrial education cannot be considered by itself alone. The great opportunity of the secondary schools in America today is the combining and interweaving of the industrial and cultural in education as exemplified in state universities. If industrial education is not merged with the present high-school system independent schools will be established, where the aims and tendencies will be largely industrial and commercial and where the greater number will receive their education. Thus will our people be divided into two classes, inevitably drifting farther and farther apart, and we shall no longer be a homogeneous people.

Fortunately many schools have grafted on commercial and industrial courses. These courses should be so planned that those who cannot complete the work may find congenial surroundings and profitable employment when they leave school. More depends upon what we do now than can depend upon what we think or try to do twenty-five years hence.

The aims and purposes of agricultural education are primarily the promotion of public safety in the matter of racial food supply, which before the end of the century will be the largest single issue brought about by increased population.

Professor Davenport will doubtless find many who will object to his assumption that at present there are no distinct class divisions, and he apparently overlooks the isolated social conditions of a large percentage of the people engaged in agriculture.

The absence of an index is to be regretted, especially since the book contains much significant discussion of what is at present perhaps the most important problem in secondary education.

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Alcohol: How it Affects the Individual, the Community, and the Race. By HENRY SMITH WILLIAMS. New York: The Century Co., 1909. Pp. viii+151. \$0.50 net; postage 5 cents.

This small volume contains two articles "Alcohol and the Individual" and "Alcohol and the Community," which appeared in *McClure's Magazine* in 1908; also a chapter on "Alcohol and the Race," and an appendix.

Dr. Williams has rendered a real service to all who are interested in education and the welfare of the people by bringing together the best scientific material bearing on the evil effects of alcohol. The appearance of this important work is timely, for there is at present a widespread demand for a radical change in the methods of presenting this subject in school books. The substitution of the authoritative scientific facts presented by Dr. Williams for the dogmatic and unscientific material found in the old-school physiologies will be of inestimable value in advancing the cause of temperance.

Human Physiology: An Elementary Textbook of Anatomy, Physiology and Hygiene. By JOHN W. RITCHIE. Yonkers-on-Hudson, N. Y.: World Book Co., 1909. Pp. 362. \$0.80.

This book is very well adapted to the present demand for *balanced* textbooks on physiology and hygiene suitable for the upper grades of the elementary schools. The arrangement of topics, the paragraph headings, the use of italics for important statements of facts, and excellent illustrations deserve commendation. The chapters on "Disease Germs," "Diseases Caused by Protozoa," "Diseases Caused by Bacteria," "Preventing the Spread of Disease Germs," and "Tuberculosis" are particularly good.

The treatment is in general, good; but some unfortunate statements are made, as for instance: "A dislocated or sprained joint should not be rested all the time, but should be exercised, even if the movement causes great pain." Very serious injury often results from exercising a sprained ankle or knee immediately after the injury. It is true that judicious massage and passive movements are used in some cases of sprain with good results, but to advise in a school text "to exercise a dislocated or sprained joint, even if the movement causes great pain" is very dangerous.

The treatment described for accidents, resulting from submergence, is good,